

Holmes Junior/Senior High School
Proposal for School Improvement
Submitted by Jack Moreland, Superintendent

Goal #1: To improve academic rigor, create a professional learning community, foster a safe and supportive environment, and provide ongoing support for teachers and students assigned to 8th grade.

Activity	Evidence of Monitoring	Person Responsible
<p>Based on weekly and bi-weekly walkthrough observations from building and Central Office administrative, examination of teacher lesson plans, and discipline referrals, the following conclusions have been made in regards to the 8th grade for 2007-2008:</p> <ul style="list-style-type: none"> • The 8th grade students will be organized into three teams and isolated on the Holmes Campus. • All teams and assigned administrative staff will be located in the same area of the building. • All core teachers will be assigned to teach only grade 8 students so common planning and instruction can be targeted to that grade level. • All elective classes will be placed in close proximity to the grade 8 wing of the building to prevent travel throughout the campus. • All core teachers will participate in ongoing professional development throughout the year utilizing STAR (School Transformation and Renewal) meetings for an ongoing focus around teaming, effective instructional strategies, and classroom management using the CHAMPs model. 	<ul style="list-style-type: none"> • Master Schedule • Lesson Plans • Meeting agendas and notes from common planning • STAR meeting agendas and notes • Bi-weekly walkthrough observations 	<p>Ken Dearborn, Bulldog Academy Administrator Ray Finke, Principal</p>
<p>The district will collaborate with the Bulldog Academy (Grades 8 and 9) administrative and teacher leadership team to create an 8th grade schedule that focuses on common planning for teachers so professional learning communities can be established within the school to focus on:</p> <ul style="list-style-type: none"> • unit and lesson plan development • creating common assessments and Learning Checks • analyzing data from Learning Checks and ThinkLink Assessments • analyzing student work 	<ul style="list-style-type: none"> • Master Schedule • Unit and lesson plan development • Learning Checks • ThinkLink Data • Student Work Protocol 	<p>Ray Finke, Principal Ken Dearborn, Bulldog Academy Administrator</p>
<p>All students reading below grade level in grade 8, based on GRADE and exiting Literacy-based assessments from Two Rivers Middle School will participate in a research-based literacy initiative. A .5 Literacy Teacher will implement the Ramp-Up to Literacy program, a 90-minute uninterrupted literacy block that provides the following:</p> <ul style="list-style-type: none"> • Advanced phonics for students who need it • Year-long curriculum tailored to meet the needs of adolescents who have never known academic success • Well-crafted instructional materials, including daily lesson plans, homework 	<ul style="list-style-type: none"> • Ramp Up to Literacy Assessment (three end-of-unit assessments) • GRADE Assessment 2x per year • ThinkLink Assessment 3x per year • Learning Checks every six weeks 	<p>Instructional Coach, TBA Lynda Jackson, Central Office</p>

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<p>assignments, and effective ways to illustrate key concepts</p> <ul style="list-style-type: none"> • High quality training with ongoing follow-up and technical assistance to the teacher • Assessment tools that enable teachers to tailor instruction to students' individual profiles to prepare them for success on state accountability tests 		
<p>All incoming 8th grade students will attend an orientation and application process concerning the Kentucky Scholar's Program, which is designed to increase and maintain student participation in a rigorous academic program. The Kentucky Scholar's Program includes a summer <i>Bridges Program</i> that invites incoming students to participate in a four-day orientation and focused seminar which will utilize the staff from both Two Rivers Middle and Holmes Junior/Senior to work with students to prepare them for the Bulldog Academy.</p>	<ul style="list-style-type: none"> • Kentucky Scholar's Course Outline • Student participation folders • Student participation in Summer Bridge Program • Student enrollment in Scholar's Program 	<p>Bill Grein, Central Office Ken Dearborn, Bulldog Academy Administrator Ray Finke, Principal Holmes Campus Eric Neff, TRM Principal Linda Foxx, Counselor TRM</p>
<p>The district has employed a part-time Individual Learning Plan (ILP) Coordinator to plan advisor/advisee monthly activities for students in grades 6 – 8. These activities will be based on a prescribed curriculum that will be distributed to all staff. The focus of the curriculum will be career exploration and guidance towards a rigorous high school course selection.</p>	<ul style="list-style-type: none"> • Individual Learning Plans • List of monthly activities – curriculum 	<p>Ray Finke, Principal Bill Grein, Central Office</p>
<p>The Bulldog Academy staff (Grades 8 & 9) will participate in CHAMPs training for classroom management. All staff will consistently utilize and implement the CHAMPs model throughout the academy. Targeted teachers, based on walkthrough observations and discipline referrals, will be invited to attend the fall and/or spring session of <i>Teaching Tough Kids</i>, a district initiative that meets on four Saturdays to provide additional support for teachers struggling with classroom management.</p>	<ul style="list-style-type: none"> • Professional Development Plan • Implementation monitoring through bi-weekly walkthrough observations by building and Central Office staff 	<p>Lynda Jackson, Central Office Ken Dearborn, Bulldog Academy Administrator</p>
<p>Central office will meet monthly with the Bulldog Academy Administrative Team to review the previous month's office referrals. The review will include patterns and types of misbehavior and will focus on collecting the following information:</p> <ul style="list-style-type: none"> • Dates, type of offense, student ethnicity and gender, referring teacher • Meet with staff to determine root causes • Develop and implement a plan to address the causes <p>This process will enable the district and building administrative team to provide additional support to staff and students.</p>	<ul style="list-style-type: none"> • Monthly agendas and notes from Administrative and Central Office meetings • Analyze and summarize monthly discipline referrals 	<p>Lynda Jackson, Central Office Ken Dearborn, Bulldog Academy Administrator</p>
<p>A grade 8 teacher leadership team will participate with Two Rivers Middle School in the Covington Instructional Learning Team (CILT), a contractual service through Thoughtful Education, utilizing the research of Silver and Strong. The focus in year one will be six days of professional development beginning with a two-day retreat in June, two days in November, and two days in the spring.</p> <ul style="list-style-type: none"> • Summer: overview of Thoughtful Classroom and Vocabulary CODE 	<ul style="list-style-type: none"> • Professional Development Plan • Implementation monitoring through bi-weekly walkthrough observations by building and Central Office staff • Lesson Plans monitored by 	<p>Lynda Jackson, Central Office Ken Dearborn, Bulldog Academy Administrator</p>

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<ul style="list-style-type: none"> Fall: follow-up training: What are learning clubs? And Key Strategies to Enhance Instruction. Spring: Teachers will learn strategies to strengthen student learning through comparing and contrasting. 	<ul style="list-style-type: none"> administrative staff Analyzing student work at STAR meetings 	
All Bulldog Academy Teachers (Grades 8 & 9) will be trained in Culture and Diversity through the research and work of Dr. Robert Barr's, <i>"The Kids Left Behind Catching Up with Underachieving Children of Poverty."</i> The district will contract with Dr. Barr for a one-day summer institute and with ongoing follow-up support throughout the year to analyze data (academic and behavioral) create and monitor implementation of a plan of action to meet student needs.	<ul style="list-style-type: none"> Professional Development Plan Action Plan for implementation 	Lynda Jackson, Central Office Ken Dearborn, Bulldog Academy Administrator
The district will employ a .5 Instructional Coach for the Bulldog Academy. The Instructional Coach will work with classroom teachers daily in the areas of classroom management, instructional programming, CATS-like Assessments, and analyzing student work and data. The Instructional Coach will work with the Bulldog Academy administrator to devise a schedule and implement professional development for bi-weekly STAR meetings during team planning periods.	<ul style="list-style-type: none"> Weekly meetings with Bulldog Administrator Bi-weekly meetings and monitoring with Central Office Agenda and monitoring of implementation from PD during STAR meetings 	Lynda Jackson, Central Office Ken Dearborn, Bulldog Academy Administrator Instructional Coach, TBA
All grade 8 students will take the ThinkLink Assessment three times per year (September, December and March). This assessment, in conjunction with the school's regular Learning Checks, will be used to create intervention groups for reteaching, analyze the data to modify instructional practices in the classroom, monitor the teaching of the school's curriculum, and provide an avenue for acceleration. Targeted students will receive one-on-one or small group instruction using certified teachers in Reading and Math.	<ul style="list-style-type: none"> ThinkLink and Learning Check data analysis from teams will be completed within one week of completion of the assessments Plan of action for students that need additional support Pre- and post-monitoring of students receiving intervention services 	Ken Dearborn, Bulldog Academy Administrator Lynda Jackson, Central Office Ray Finke, Principal

Goal #2: The Holmes Academy Leadership Team, comprised of teacher leaders and academy administrators, will create a network to improve instructional practices, develop capacity for leadership beyond the building administrators, provide support for teachers in a particular discipline, and create a cadre of trainers in the school.

Activity	Evidence of Monitoring	Person Responsible
Each of the four academies on the Holmes Campus will identify four teacher leaders, along with the academy administrator, to participate in the Holmes Academy Leadership Team (HALT).	<ul style="list-style-type: none"> Monthly meeting agendas and timeline of events Contracts signed by participants 	Lynda Jackson, Central Office Ray Finke, Principal
The HALT will meet on August 6 in a retreat setting to identify goals and related strategies	<ul style="list-style-type: none"> Outline goals for the upcoming 	Lynda Jackson, Central

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from the Scholastic Audit, ThinkLink Assessments, Learning Check data, and CSIP for the upcoming school year. The team will create a timeline for monthly meetings, plan of action for implementation, monitoring and evaluation.	school year <ul style="list-style-type: none"> Create a timeline for monthly meetings and agendas for goals 	Office Ray Finke, Principal
Using a train-the-trainer model, the HALT will be responsible for taking the training from the Leadership meetings and sharing the information with their Academy Teams. This will be accomplished during the monthly Academy Level Meetings.	<ul style="list-style-type: none"> Academy meeting agendas Training agendas Student work 	Academy Administrators Ray Finke, Principal
The results from the implementation of the strategies of the HALT will be reported to the SBDM council and superintendent on a monthly basis. A written report will be prepared for the Covington Board of Education quarterly.	<ul style="list-style-type: none"> Monthly report to the superintendent with meeting agendas and notes 	Lynda Jackson, Central Office Ray Finke, Principal

Goal #3: Students at Holmes Junior/Senior High School will be engaged in relevant learning activities 100% of the school day. This will be accomplished through maximizing the schedule to reflect time-on-task, students engaged in relevant, rigorous work and assessments, and a curriculum that identifies what and when to teach the core program.

Activity	Evidence of Monitoring	Person Responsible
An adhoc committee will create and implement a three-year school-wide Literacy Plan for Holmes. The goals will focus around: <ul style="list-style-type: none"> Reading across the curriculum Reading a variety of texts through different genres Writing to authentic audiences in all grades Empower students to choose effective and appropriate literacy strategies Applying Depth of Knowledge questioning in all Reading texts Ramp Up to Literacy Program for below grade level readers in grade 8 	<ul style="list-style-type: none"> Literacy plan created and approved by the SBDM Implementation monitored by the Holmes Administrative staff on an ongoing basis Monthly reports to the SBDM Council 	Ray Finke, Principal Marian Benavides, Title I Resource Teacher
The district will continue bi-weekly walkthroughs to focus on student and teacher academic engagement, monitor the implementation of the curriculum and its rigor and classroom management. Based on findings from the walkthrough observations, once an area of need has been identified, bi-weekly STAR meetings will be devoted to training teachers to implement effective strategies to encourage on-task behavior.	<ul style="list-style-type: none"> Walkthrough Document STAR Meeting Agendas Instructional Coach Log 	Ray Finke, Principal Ken Dearborn, Bulldog Academy Administrator
The district team will collaborate with the Holmes Administration to create a more focused and effective walkthrough process. Once the process has been developed, a yearly schedule will be developed for Central Office and the Holmes Administration. Following each walkthrough, an Administrative Summary Form will be completed that identifies patterns of instructional needs for small group or individual support. The team will create a “next steps” to assist teachers.	<ul style="list-style-type: none"> Walkthrough Document Yearly Schedule 	Ray Finke, Principal
As directed by the district audit, the district leadership team will work with the Holmes staff to align the current curriculum to Academic Expectations, Kentucky Core Content for	<ul style="list-style-type: none"> Walkthrough Document Lesson Plans 	Irene Sullivan, Central Office

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Assessment Version 4.1 including Depth of Knowledge, Transformations and the revised Program of Studies.	<ul style="list-style-type: none"> Learning Checks 	Lynda Jackson, Central Office Ray Finke, Principal
The district will work with the Academy Administrators and SBDM Council to develop a plan to monitor implementation by the instructional staff to ensure the curriculum remains rigorous, intentionally aligned and utilized in all classrooms.	<ul style="list-style-type: none"> Action Plan for Monitoring 	Ray Finke, Principal
<p>All district administrators will be involved in a Summer Administrative Retreat with monthly follow-up sessions around the following topics identified in the district audit:</p> <ul style="list-style-type: none"> Evaluating Certified Personnel and Creating Professional Growth Plans – The district has revised the Covington Certified Personnel Evaluation Instrument and will be training all administrators in utilizing the instrument and working through the three phases of professional growth – Professional Growth Plans, Assisted Growth Plans, and Individual Corrective Action Plans. This will be part of a monthly monitoring visit from Central Office. Book Study, “Results Now” by Michael Schmoker, along with creating a yearlong monitoring plan in a month-by-month calendar for Central Office to monitor through monthly individual principal meetings. SBDM Policies, Procedures and Bylaws – The district will collaborate ongoing with Kentucky Association for School Councils to provide an overview of required policies and bylaws and ask each building administrator to self-assess his/her council’s level of implementation. Based on the self-assessment, the KASC will work individually with schools throughout the district on policies, bylaws and best practices. Mike Rutherford from the Rutherford Learning Group, Inc., will present to all administrators, “How Successful School Leaders Think Differently.” 	<ul style="list-style-type: none"> Follow-up Monthly Leadership Team agenda and notes Monthly individual principal meetings to analyze data, monitor their action plans, review evaluation data and growth plans, discuss SBDM issues 	Jack Moreland, Superintendent Central Office Designee

Goal #4: To ensure that the current SBDM council on the Holmes Junior/Senior High Campus is actively ready to assume their responsibilities and duties when the school reaches their Academic Goal.

Activity	Evidence of Monitoring	Person Responsible
The superintendent will collaborate with the Kentucky Association for School Councils to ensure the council has all required policies and bylaws.	<ul style="list-style-type: none"> Updated document of policies and bylaws Report to Superintendent 	Jack Moreland, Superintendent
Central Office will collaborate with Kentucky Association for School Councils for initial and ongoing training, guidance, and support to the council so that policies and comprehensive data analysis and planning will improve student achievement.	<ul style="list-style-type: none"> Certified SBDM Trainers will provide ongoing professional development and support for the council 	Jack Moreland, Superintendent Ray Finke, Principal

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	<ul style="list-style-type: none"> • Council meeting agendas and minutes will be previewed and monitored 	
The Central Office liaison will work with the council to establish committees and provide support in analyzing data, developing, monitoring and revising the Comprehensive School Improvement Plan to meet student and schoolwide needs.	<ul style="list-style-type: none"> • CSIP document 	Jack Moreland, Superintendent
The district will ensure that the council meets monthly and is assuming their role as an active council even though they are advisory in nature.	<ul style="list-style-type: none"> • Council meeting agendas and minutes will be read and monitored • Central Office Liaison will attend meetings 	Jack Moreland, Superintendent Ray Finke, Principal
The Superintendent, Principal and Assigned HSE will collaborate monthly to ensure that all SBDM policies and procedures are being implemented according to Kentucky State Statutes.	<ul style="list-style-type: none"> • Monthly meeting agenda and minutes submitted by HSE 	Jack Moreland, Superintendent